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| Our Special Educational Needs and Disabilities School Information Report  *He took a little child and had him stand among them. Taking him in his arms, he said to them, "Whoever welcomes one of these little children in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me." Mark 9:36-37*  Welcome to our SEND pages. We hope you will enjoy reading about the variety of ways in which St. Ethelbert’s is able to support SEND pupils to reach their full potential.  Our Special Educational Needs Co-ordinator is Claire Postlewaite Our Governor with responsibility for SEND is Karen Baxendale  At St. Ethelbert’s R.C School we welcome everybody into our community. We believe that our community should reflect God’s wish that every child is welcomed and should be provided with the opportunity to achieve his or her full potential.  Every student at St. Ethelbert’s has the opportunity to follow the National Curriculum.  We are committed to narrowing the attainment gap between SEND and non-SEND students. This may include short-term intervention learning or other learning interventions developed on an individual needs basis.  If your child has a disability and you would like to know more about what we offer at St. Ethelbert’s contact us on  01204 333036 or email us at:Postlewaitec@st-ethelberts.bolton.sch.uk |
| General Information |
| *We hope parents will find the information in this document useful. If there is anything further that you would like to know, please do not hesitate to contact the school office to request additional information.* |
| What should I do if I think my child has a Special Educational Need or Disability? |
| If you have any concerns regarding any aspect of your child’s development, please speak initially to your child’s class teacher. Further discussions with the school SENCO and/or a senior leader in school may then be arranged, depending on the nature of the concern. If you have a concern related to a medical or health issue, then you may also wish to speak to your doctor or health visitor. Depending on the nature of a concern, referrals to other agencies may be made to identify the best way forward to support your child. This maybe done through the completion of an Early Help Assessment and Action Plan to support multi- agency working. |
| What is the school ethos/approach to SEN and Disability? |
| The school aims to support all pupils in making good progress as soon as they start at the school. We aim to have a fully inclusive curriculum, with pupils supported and challenged to achieve highly and to make good progress in all areas.  Pupil progress is tracked very carefully on entry in Nursery and/or Reception and high expectations of progress are set for all pupils. Early identification of any problem helps to ensure that appropriate support and interventions are put in place, so that all learners are able to access education at an appropriate level. |
| How will I know how my child is doing in school? |
| Parents are kept well-informed about their child’s progress. Parents are invited to attend parents’ meetings in the autumn and spring terms, where targets are shared and progress is discussed. Parents receive a detailed report on their child’s progress and achievement in the summer term and they are able to discuss this further if they wish to do so. Pupil passports are written for children who have special educational needs and these are discussed fully with parents and pupils. These are reviewed termly. Parents may also request information at any time regarding the progress of their children. Teachers will update parents if they have concerns  Children with Education Health Care Plan (ECHP) will have an annual review meeting where parents will be involved in discussions about reviewing progress and participate in the identification of new targets and actions as well as long term goals. |
| What support will there be for my child’s overall well-being? |
| The school monitors pupil well-being carefully and plans to support pupils and their families in the best interest of each child. Class teachers have a responsibility to promote positive outcomes for pupils and they are obliged to act on any concerns that they may have regarding the well-being of a pupil. From Year 1 upwards we complete a daily mental health ‘check in’ with our pupils using our class Blob Trees. These help us to monitor and act upon any concerns we may have around a child’s social and emotional health needs.  In addition to the PSHCE curriculum which is taught to all pupils, the school supports individuals and groups of pupils in a range of ways, including through nurture groups and the use of 1-1 interventions with school staff or external agencies. Our school also now has a named link Mental Health Practitioner that can deliver direct interventions with children and their families around anxiety and worry. The SENCo meets with our Mental Health Practitioner at least once a term to discuss possible referrals and to review the progress of children who have accessed an intervention through revisiting RCADs (Revised Children’s Anxiety and Depression Scale), SDQs (Strengths and Difficulties Questionnaires) or Boxall Profiles. |
| How will I be involved in discussions about, planning for, and involvement in, my child’s education? |
| Parents of children with special educational needs are fully involved in reviewing the progress towards agreed targets and in setting new targets. They are also kept informed of the provision for their child at school and staffs are always happy to discuss suggestions for how parents can best support their child at home.  Those children who have EHCP will have an annual review which will involve all agencies involved meeting to discuss outcomes and aspirations for the child. |
| How does the school involve children and young people in their education and in the decision making process? |
| All children are involved in setting their own targets for development, where this is appropriate. Children are involved when pupil passports are reviewed and their ideas and aims are taken into consideration when any new plans are written. The school culture supports pupils in sharing any concerns and in discussing their wishes to support pupils in their development. The voice of the child will be central to the discussions of EHCP applications and Annual Reviews. |
| Who, outside of school, can I turn to for advice and support? |
| The following service may be able to offer support and advice for parents:  Bolton Parent Carers  The Bolton Hub  Bold St  Bolton  BL1 1LS  Email: [info@boltonparents.org.uk](mailto:info@boltonparents.org.uk)  <https://www.boltonparents.org.uk/>  Other agencies are also available when referrals are made or further advice is sought.  Ladywood Outreach services  School Nurse  Social Care  Speech and Language Therapist  Occupational Therapist  Physiotherapist  Bolton CAMHs Mental Health Support Team MHST  Educational Psychologist |
| Where can I find information about Local Authority provision for children and young people with SEN? |
| The Local Offer is available on the council website or by following the link:  <https://www.bolton.gov.uk/sendlocaloffer/> |
| How should complaints regarding SEN provision be made and how will they be dealt with? |
| All complaints are dealt with in line with the school’s Complaint Procedure which is available on the website or by contacting the school office. Initially, parents are encouraged to raise any concerns with the class teacher to see if their concerns can be addressed. If parents are not satisfied, the complaint should then be referred to the Head teacher or the Chair of Governors, as outlined in the Complaints Procedure. |
| How do I get a copy of the school SEN policy? |
| The SEND policy can be found by following the link:  <https://st-ethelberts.bolton.sch.uk/wp-content/uploads/2021/12/SEN-Policy-1.pdf> |
| Who do I contact for further information? |
| Miss Claire Postlewaite is the school SENCO. If you would like to discuss any area of concern with Miss Postlewaite, please contact the school office to arrange an appointment. |

**Details of Provision on Offer at St. Ethelbert’s to Support Pupils**

| Area | Cognition and Learning | Communication and Interaction | | Social, emotional and mental health difficulties | Sensory and/or Physical |
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| How SEN are identified  (Reg 2) | * Formative teacher assessment within class (Early Identification) * Use of summative assessments * Monitoring of progress made across a range of subjects * Ladywood * EP Assessments * Assess, Plan, Do Review. | * Information from parents * Information from Speech & Language therapists following referrals in or out of school * Formative assessment of communication development * Ladywood * EP Assessment * SALT Assessment * Assess, Plan, Do Review | | * Information from parents * Monitoring of progress in related areas in EYFS * Observation in class, playtimes, lunchtimes * Behaviour logs * Boxall Profile * RCADS/ SDQS * Behaviour Support observations * Assess, Plan, Do Review * MHST consultations with SENCo | * Information from parents/health visitors/school nurse * Age-related checks e.g. vision/hearing (Thomasson Memorial School) * Observations in P.E. at playtimes * Health services assessments * Assess, Plan, Do Review |
| How a child / young person has a SEN is assessed.  (Reg 2) | * Diagnostic tests linked to specific areas of concern (in-house) * Assessment by external professionals * Pupil Progress meetings | * Assessments by Speech & Language Therapists referred by school * Ladywood Outreach * Health – i.e., school nursing * Cambridge Questionnaires | | * Concerns raised by class teacher or parent if additional strategies are needed to support the pupil. * Boxall profile * TOAD * SDQ questionnaires. | * Additional support or advice needed to assist pupil to access full curriculum in school. |
| Type of SEN provision made throughout the school  Pupils with an Education, Health & Care Plan  Pupils who do not have an Education, Health and Care Plan but receive SEN Support | IDL Literacy and numeracy programmes  -IDL Dyslexia screener  -IDL Dyscalculia Screener  -Toe by Toe  -Power of 2 intervention  -Follow personalised programmes and advice from external agencies | * Time to Talk * Lego therapy * Nursery/ Reception Narrative * Time to Talk * Clicker 6 * Sign Along * Colourful semantics * Bucket time | | * Daily mental health ‘check ins’ with the Blob Tree * Nurture * CAMHS- MHST * BBSS * Behaviour chart * Individual reward systems * 1:1 sessions * Winston’s Wish * Relax Kids * Thoughtful Thursdays * Sunbeams and Rainbows (From Spring 1 2024) | * Sensory support service workshops for staff and parents * 1:1 sessions- sensory circuits * Funky Fingers * Dough Gym * Occupational Therapy * Physiotherapy * Wobble cushion * Weighted blankets * Sensory toys * Sloping boards |
| How the curriculum and / or school environment is adapted for pupils.  *Wave 1*  *Universal Provision* | Adaptive teaching, curriculum planning, activities, delivery and outcomes  In-class targeted teacher support  In-class targeted TA support  Increased visual aids/modelling  Visual timetables  Use of writing frames  Access to ICT  Access to homework clubs  Access to on-line activities e.g. Times Table Rock Stars  Individual or group reading  Interventions inc pre-teach sessions | Adaptive teaching, curriculum planning, activities, delivery and outcomes e.g. simplified language, key words  Increased visual aids, modelling  Visual timetables  Use of widget symbols / objects of reference  Structured school and class routines  Sign Along  Communication boards  Intensive Interaction  Hand over Hand interaction | | Whole school behaviour policy  Whole school rules  Whole school rewards and sanctions systems  Class rewards and sanctions  Dojos  Extra-curricular clubs  Circle Time/Class Assembly  PSHE focus work  House points  Growth Mindset  Thoughtful Thursday  Yoga  Whole class mediation | Flexible teaching arrangements  Staff aware of implications of physical impairment  Loop system for hearing aids  Pencil grips  Brain gym  Improved accessibility of building  Allergy training/plans  Sensory play |
| How the curriculum and / or school environment is adapted for pupils.  *Wave 2*  *Targeted Group Interventions* | Catch-up programmes for literacy and numeracy  Group teacher input  Group teaching assistant input  Additional individual reading support  Additional guided reading sessions  Gifted and talented sessions – literacy, numeracy, other  Additional feedback sessions  Peer coaching/mentoring  Targeted group maths support  Targeted group writing support  Additional phonics support  Pupil passports  Early Help  IDL- dyslexia software  Comprehension Boost  -IDL Literacy and numeracy programmes  -IDL Dyslexia screener  -IDL Dyscalculia Screener  -Toe by Toe  -Power of 2 intervention  -Follow personalised programmes and advice from external agencies  er  Memory Booster | In-class group support for speech and language  ICT – Apps  Talk for Writing  Visual aids  Communication boards  Now/next boards  Early Help Assessment | | Group activities e.g. social skills  Nurture groups  In-class support for supporting behaviour targets, access or safety  Additional group support  Pupil passports  Individual reward systems  Triple P- parent involvement  Early Help Assessment | Additional keyboard skills training  Additional fine motor skills practice  In class support for supporting access, safety  CAF  Pencil Grips  Fine motor skill activities  Carpet Areas  Blinds  Toilets  Handiwriter  Sloping boards |
| How the curriculum and / or school environment is adapted for pupils.  *Wave 3*  *Targeted 1:1 or*  *Small Group Interventions* | Small group or 1:1 literacy and/or numeracy support  Daily individual reading support  Daily maths support  Individual/small group phonics support  Advice from external agencies  Early Help assessment  CAM | In-house Speech and Language support  S&L support from TA  S&L support from teacher  EAL support from TA  EAL support from teacher  Advice from EP/specialist teacher  Targeted parent workshops  Early Help Assessment  CAM | | Small group or 1:1 social skills  Nurture groups  Individual reward system  Advice from EP/specialist teacher  Behaviour Support  Time-out  Parent behaviour groups- Triple P  Early Help Assessment  CAM  PRU/Forward centre/ COG | Individual support in class during appropriate subjects e.g. Science, PE, lunchtimes  Occupational Therapy programmes  Access to iPads  Use of appropriate resources e.g. hearing aids/lamps  Advice from EP/specialist teacher  Early Help Assessment  CAM |
| How the effectiveness of the provision is evaluated.  (Reg 3a) | Progressed tracked each term in core subjects.  Pupil Progress  Provision Mapping  Pupil passports  Meetings with parents  Meeting with outside agencies | Speech and Language assessments completed  Meetings with parents  Meeting with outside agencies | Pupil Passports reviewed and updated regularly  Boxalls/ RCADs or SDQs reviewed before and after interventions or as and when required  Meetings with parents  Meeting with outside agencies | | Regular visits from external agencies to monitor progress.  Meetings with parents  Meeting with outside agencies |
| How the school ensure the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs) (Reg 3f) | All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being and development. | Communication boards  Visual timetables  Transition | | Transition (transition books)  Pre teaching  social stories | Any additional needs or considerations included in risk assessments  Additional staffing ratios where needed |
| What specialist skills/ expertise do school staff have?  (Reg 5) | Code x- reading recovery  Dyslexia friendly strategies  SpLD aware staff training  Poor Working Memory training | Sign Along  ELKLAN trained staff  ASD training  SLCN training  Lego Therapy  Time to Talk  Socially speaking  Visual aids  The Quiet Child  Colourful Semantics | | Positive Behaviour management training  Team Teach training  Senior Mental Health Lead Training  Relax Kids  Mental Health First Aider  ADHD training  Boxall  Winston’s Wish (Bereavement)  Mental Health  Suicide  MHST referrals training  Rainbows Bereavement Support training planned Autumn 2 2023 | Sensory Support Services to work with children with VI/ HI  Sensory processing workshops |
| What training are the staff teaching and supporting pupils with SEN having/recently had? (Reg 5) | SMART targets & pupil passports  Alphabet Arc  Precision Teaching  Teaching English –TA  Phonics | Language Development  ASD  Supporting early communication and language development  Understanding social communication/ interaction needs: the Autism pathway  Aided language and stimulation training | | ADHD Training  Mental Health MHST referrals  FASD training | Sensory in mainstream school. |
| SENCo- Education, Health Care Plans. | | | | |
| What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services) (Reg 10) | Educational Psychologist assessments  Ladywood Outreach | Speech, language and communication therapist.  Ladywood Outreach  ICPS  BSCIP  Paediatric Learning and Disability Service  SNUFs | | Behaviour Support Service  MHST- named school Mental Health Practitioner  Healthy Schools Team  School Nurse  CAMHS  Early Intervention  Education Psychologist  Kooth  NSPCC  Harmony Project  I Thrive Network | Occupational Therapists  Physiotherapists  Visual Impaired Services  Hearing Impaired Services  Thomasson Memorial school  School Nurse  Ladywood Outreach  Paediatric Learning and Disability Service |
| How equipment and facilities to support pupils is secured.  (Reg 6) | Where possible, items are secured using the school budget and/or monies allocated for SEN based on prior attainment. For larger items the need is identified in annual reviews and priorities are identified to best support each pupil. For larger scale items, costs will be considered and spending prioritised based on addressing the needs of individual pupils. | | | | |
| How pupils with SEN are supported during transition?  (Reg 12) | Prior to starting school the school meets with staff from feeder nursery schools to discuss all pupils so they can make the best start at school. Where a child presents with additional needs of any sort, these will be discussed in more detail. Where appropriate, a meeting may be arranged with parents prior to starting school to identify any additional provision which may need to be made and to discuss any specific concerns.  When children move between year groups, class teachers share information about all pupils. The new class teacher will meet their new class in transition days at the end of the summer term. Progress data and other information are passed on and teachers are able to access any information from previous years.  Year 6 pupils will have additional transition days to their high school in liaison with Ladywood Outreach Services when necessary.  Assessment documents and other necessary paperwork will be transferred with meetings with high School SENCo and staff.  Pupil passports and forms will completed by class teachers for transition to high school. | | | | |
| How young people with SEN are supported in preparing for adulthood, independent living and the next phase of their education, training or employment? (Reg 12) | High quality Curriculum  Adapted curriculum (Life skills)  Nurture Groups  Life Bus  Additional transition days to high school and or transition support from BBSS or Ladywood  Meeting with high school teachers  All children have access to an enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being | | | | |